**Grade-Level Data Collection: First Grade Team**

1. Discuss where you are as a group. What’s going well? What’s not? What stumbling blocks are you encountering? Etc…

Kids love writer’ s workshop. Yes! They are getting better at writing more and for a longer period of time. The kids are writing for more than a purpose this year. We have noticed an increase in readability and some sentence structure because of the extra practice. This is all fabulous news. It’s sometimes hard to develop lessons because we don’t have all the materials that are listed in the books. Let me know what you need. It’s hard to confer with a lot of kids. We basically only see kids every 4-5 days. (This is especially true of PWP and ME because there isn’t a lot of extra support.) This is ok. Think of the students who need you the most. You may need to confer with them more often than other students who are self-motivated and doing well. Please do not feel like you have to confer with every student every day. In addition, think of doing more structured small group conferences if you are recognizing that multiple students need the same skills and/or support. This can be done through strategic planning or impromptu. You may even think of using table conferences throughout the first couple of days after starting a new unit of study to reach more students more often. Some students seemed tired of writing about small moments, which has been the focus since the first day. Sounds like you need to consider a reorganization of your units of study. Start working on this in April. We seem to introduce many concepts but are not able to master anything. Revision lessons are overwhelming. There is a new focus every day (i.e. dialogue, adding information, and deleting information.) Remember that this curriculum is not a start to finish curriculum where one unit necessarily builds on the next. You can establish connections using lots of different things, not always the lesson that happened the day before. You are providing students with tools from which to choose when the need arises. Part of the reason we do charts is so students have access to those tools after you have taught the mini lesson, but not all students will need the same. The goal is to focus on a set of standards (units of study, common core, etc.) and work with your students to reach those goals.

1. List all the ways you gather assessment information.

We gather assessment information by using conferencing notes, checklists/rubrics, and the writing prompts. Great! Remember, the biggest impact for students is the feedback they get from you during your conferring sessions.

1. Why is it important that students gather in a common place to receive their mini lesson?

It gets the students in a familiar routine. The students are more focused on the mini lesson. It makes partner work and sharing easier. Perfect!

1. What makes assigning writing partners an important piece of the lesson?

The students are more focused on trying to make their writing easier to read for their partners. Some students do help their partners try to improve their stories. By sharing their ideas with their partners prior to writing, the students are more focused on their pieces.

1. What things are you finding particularly stressful during conferences with students?

We feel that finding enough time to meet with the students, narrowing down the teaching points, and making sure the rest of the class is on task while we are conferencing with one student are stressful areas during conferences.

1. What would you like Carl to specifically address during our session with him on August 4th?

What specific areas of instruction should the first graders be mastering during writer’s workshop? What should a first grade conference look like?

1. Think about and discuss how next year will be different and what you will do differently for students since they have had a full year of writer’s workshop.

The teachers will have more experience in teaching the curriculum. We will work to be more prepared in using the mentor texts. We will vary the mini lessons as needed to fit our students’ abilities and to help them better understand the lesson. As far as our students next year, they wouldn’t have been exposed to writer’s workshop in Kindergarten yet so we would basically be starting at square one.

1. Make some serious decisions about who will represent your grade-level team this summer during the writing institute. Some people have already come forward and committed to attending. Discuss this and share this with the group so everyone is aware and communication throughout the team is on-going.

Misty Wagner is considering it. Misty is registered.

1. Complete the following chart to further describe each teacher’s need(s) for support.

*Label with* I*=Immediately,* S*=Soon, or* L*=Later*

|  |  |
| --- | --- |
| **Teacher’s Name:** | **Area of Need:** |
| **Ex:** Daphne Snook | Conferencing notes (S) |
| Cathy Heintzelman | Partnering/conferencing (S/L), Using mentor texts more effectively (S/L) |
| Fred Lawrence | Conferencing (S/L) |
| Ellen Whipple | Conferencing (S/L) |
| Traci Sierer | Conferencing (S/L), Using mentor texts more effectively (S/L) |
| Tracy Derr | Conferencing and partnerships (S/L) |
| Jen Runkle | Partnering (S/L) |
| Allison Hornberger | Partnering (L) |
| Misty Wagner | Revision (L) |
| Vicki Zeigler | Conferencing (S/L) |
|  |  |

1. Work on your grade-level To-Do list, which will help keep your group progressing through needs so that each time your team has an opportunity to work together you know exactly what you will do to keep moving forward.

* Collect and read mentor texts (we still need some of the “necessary” mentor texts…will the district provide?) Yes
* Conference strategies and management More coming w/Carl in August as one example.
* How we will use partnerships Coaching lesson in April as one example.
* Sharing of already taught lessons: What worked and what didn’t Great conversations to have in April.